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high school, and in the American normal school receives some attention. A chapter is devoted to each field. In all, the book contains thirty chapters and an excellent index.

While the subjects treated cover a wide range, yet the writer's main audience seems to be elementary-school teachers. Twenty-eight of the thirty chapters contain material for such an audience. While high-school teachers will find some excellent suggestions in the book, yet at the same time it is written primarily for grade teachers. The book will no doubt enjoy a large and deserving use as a textbook in normal schools, teachers' training classes, and institutes. In these fields it will do excellent service and much good to the cause of history teaching in the elementary schools.

After reading the book one has the feeling that it is considerably padded. For example, the material in chaps. i, iv, and viii might have been placed in one chapter and much abbreviated. The chapters on history in the high school and in the normal school seem thrown in. They do not even follow the one on history in the grades. It hardly seems worth while to devote eight pages to a list of local histories after referring the reader to Channing, Hart, and Turner's guide. The list for each state as given is too small to be of much value. Yet, I suppose it is not fair to the author to criticize the book for the padding, since he deliberately made it very concrete, definite, and minute.

R. M. T.

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Outlines of European History, Part I. By JAMES HARRY ROBINSON and JAMES HENRY BREASTED. "Earliest Man, the Orient, Greece, and Rome," by MR. BREASTED. "Europe from the Break-up of the Roman Empire to the Opening of the Eighteenth Century," by MR. ROBINSON. Boston: Ginn & Co.

Robinson and Breasted's new *Outlines of European History*, Part I, is a comprehensive summary of the history of the world from the earliest times to the opening of the eighteenth century. The two volumes of which this is the first are especially adapted for use in high schools giving two years to European history. The break at the opening of the eighteenth century makes it possible to give especial emphasis to modern and contemporary history.

Part I is well proportioned. In round numbers one hundred pages are given to the ancient world, another hundred to Greece, another hundred to Rome; the remaining four hundred pages are devoted to topics relating to the Middle Ages, to the Renaissance, to the Reformation, and to the age of Louis XIV. Throughout the book the treatment is topical; men and details are suppressed for epoch-making movements and conditions. The topics are arranged in strict chronological order. The narrative is interestingly told in a vigorous style.

In illustrations the book has a feature worthy of high commendation. There are 8 colored plates and 237 figures. All are well chosen, distinctly reproduced, and accompanied by an explanatory statement. No student needs to miss the significance of a single picture. In the bibliography covering the period, written by Professor Breasted, additional illustrative matter is pointed out in such a way that teachers and schoolboards can have no difficulty in selecting orders. It is to be regretted that this plan was not followed in the preparation of all the bibliography.

The *Outlines* is replete with maps. They number 28 and half of them are double-page ones.

Each chapter is followed by a set of questions designed to stimulate thought in the preparation of lessons and to aid the student in grasping the essentials in the body of the text. There are marginal headings.

The bibliography is highly commendable. There are references for each chapter grouped in the main under the following headings: general histories, sources, additional readings for specific topics, and illustrative works.

Besides having the topical treatment, the proportion, the maps, the illustrative matter, and the bibliography to commend it, the *Outlines* is admirably printed. It is on the whole well suited for textbook use. It is terse, practical, and business-like. The index is excellent.

HENRY NOBLE SHERWOOD

LA CROSSE, WIS.

State and County Educational Reorganization. The Revised Constitution and School Code of the State of Osceola. By ELLWOOD P. CUBBERLEY, Professor of Education, Leland Stanford Junior University, California. New York: Macmillan, 1914.

In this book the author has given unusually clear and concrete expression to the principles of school administration as they apply to the state and county in the exercise of their educational functions—concrete in the fact that it presents the actual legal instrument through which a hypothetical state is to administer its education.

As such the book takes the organization and style peculiar to this type of legal document, in which respects it represents a rather new departure in educational literature. The aridity customary to legal diction is obviated by a liberal use of footnotes, which are conversational in style and throw much light on the underlying theory of the code. It is a frequent and happy surprise to hear fragments of a debate in the constitutional convention, or to listen to the critical comments of the code commission, at whose hands the old law has just undergone full revision.

Thus we are given at once a finished modern school law, and, partly by inference and partly by discussion, a fairly good history of the evolution of such laws in this country. Replacing the clause "equally open to all" by